

Sutter Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sutter Middle School
Street	715 Riley Street
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9035
Principal	Keri Phillips
Email Address	kphillip@fcusd.org
Website	http://www.fcusd.org/Domain/29
County-District-School (CDS) Code	34673306118012

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

School Description and Mission Statement (School Year 2020-2021)

Learning for All; Whatever it Takes.

Our vision can be accomplished by preparing ALL students for success in high school and beyond through:

Continually raising expectations

Building positive relationships

Providing necessary supports

We focus on student learning and achievement with the idea that all students can learn. We commit to improving the culture of our school through strong academics and behavioral expectations and supports. Our focus is to provide an equal learning opportunity to all students and focus on providing additional services where applicable.

School & Community Profile:

The vision at Sutter Middle School is "Learning for all - Whatever it takes"; we take that very seriously.

Sutter Middle School (SMS) is located thirty minutes East of Sacramento in the foothills of the Sierra Mountains in the town of Folsom (population 73,000, elevation 220 ft.) with a population of 1,496 students; SMS serves sixth, seventh and eighth graders. Sutter Middle School takes great pride in challenging students and meeting their academic and developmental needs. As a school, SMS has excelled in a number of areas from academics to music to athletics to support for our special needs populations. Our students' success is attributed greatly to the collaborative efforts of students, staff, and parents at Sutter Middle School.

The development of organizational skills is a key component at the middle school level. Sutter provides all students with daily planners so that students may remain organized with due dates and work assignments. Students start their academic day in Advisory. This class gives students a home base where organization and the business of school may occur without interfering with students' academic classes. This time is also utilized to help students discover and talk about issues and challenges that they face in their lives. The development of their character is one of the focuses of Advisory. SMS has focused this year on Cougar Character Pillars with support from the Parent Teacher Association (PTA). There is team of teachers, counselors and administration that work closely on developing weekly messages for all students that support the Pillars of Cougar Character and provide information about the challenges of bullying and how to address it, report it, and overcome the challenges of bullying in middle school. Internet safety and cyberbullying are also addressed at this time. In addition, this year will provide the second year of Where Everybody Belongs (WEB) orientation for incoming sixth graders hosted by a selected and trained group of eighth grade students. The intent is to provide a more welcoming transition, and to continue to support new students throughout the school year. In addition, WEB 8th graders are put into advisory classes that meet together to plan activities for sixth graders.

At SMS, a child's academic success, as well as their development as a productive citizen, is of utmost importance. Classes at all levels are in place to challenge each student according to their needs. Support classes have been built into the academic day to further assist students in need in the mastering of the Common Core curriculum. In addition, curricular support is offered to those students who qualify with special education needs. SMS implements an inclusion model; research based best practices document that students will receive a better education from a highly qualified general education teacher who is supported by the expertise of a special education instructor. There are general education curriculum support classes as well as curriculum support for Individual Education Plan (IEP) students. Team teaching models of inclusion in the areas of Math and English and Language Arts (ELA) are in place. Also, a Math Intervention Specialist Teacher will support with data collection, analysis, performance support, curriculum support and work with special education, English Learners (EL) and Low Income (LI) students. In addition, there is an Intensive English class set up for EL students who need a double block of English to learn the fundamentals of the language using iLit and moving towards grade level curriculum. This year we will have a Strategic English class offered at each grade level to target the students who are more than two grade levels below and are not qualified for other support services.

We are very proud of our strong music program. Over 300 students participate in choir, orchestra or band here at Sutter Middle School. All programs received high marks at the Golden Empire music festival. The Sutter Middle School Jazz Band has risen to the ranks of top honors. We continue to see excellence in this program as well as all of our music programs here at SMS. Students at SMS have a variety of academic opportunities. Honors classes are offered in Language Arts, and advanced Math classes are in place to further challenge students. In addition, there is now a language program that begins in the 6th grade, allowing students who successfully complete the strand to enter high school with Spanish 2 already completed, and finish their 3rd year of a language as early as their freshman year. The exploratory "elective" program provides students with opportunities to experience Computer Applications, Technology Project Lead The Way (PLTW), Drama, Art, and Support, and this year Spanish 1A (a two year elective to help transition students to the high school in their second year of Spanish). Yearbook and Leadership class are offered to students. The Yearbook group creates the student yearbook, with a focus on design, articles, and photography. Leadership students focus on positive school culture, lunch activities, and dances. In addition, we are a certified Project Lead the Way middle school offering various introductory engineering, robotics, computer sciences, and bio-med classes. There are over 350 students involved in Science Technology Engineering and Math (STEM) classes here at SMS. This year a group of Science, Math, Social Studies and English teachers along with two PLTW teachers will be working with a group of 105 6th and 75 7th graders. The team has thematically interwoven their own integrated curriculum that is common core focused. They are also working on developing their own computer software program that leads students working on laptops through a story based integrated curriculum. Physical Education (PE) classes utilize heart rate monitors to tailor programs to students' health and fitness needs. During Physical Education (PE) classes, the local law enforcement Student Resource Officers come and discuss internet safety with students of all ages. PE classes also recognize a "Student of the Month" each month. Special needs students can be served in one of four programs on campus designed to meet their needs while incorporating them into the mainstream as much as possible.

SMS has high behavioral expectations for our students and holds recognition assemblies each trimester for those students who have been role models of excellent Cougar Character and/or straight "A" academic performance. Students are also recognized monthly with Cougar Character Awards for modeling exceptional behavior at school or for demonstrating respect and compassion for others. There is a pancake breakfast for those being recognized with outstanding Cougar Character every trimester. The values and best practices of using positive behavioral supports are strongly valued. We have implemented (In Lieu of Suspension Services) iLoss to provide restorative justice; iLoss keeps students in class while providing the necessary skill building through Mental Health Services (MHS) and use of the School Resource Officer (SRO).

SMS provides a myriad of activities, sports and clubs for students. For those students who may want to challenge their more academic side, SMS has an Honor Society. Participation in the district and county science fairs, National Science Competition, National History Day competition, Sacramento Spelling Bee, and the annual Masonic Lodge Essay Contest provide students opportunities to demonstrate their academics gifts outside the classroom. This year the PLTW students participate in the "School of the Future" competition and an annual regatta sponsored by the high school. Our participation in athletics is very high; we offer boys and girls volleyball and basketball, as well as cross-country, wrestling and track for students in all three grades. If your child is more, altruistic or community-service inclined then there are Student Council, Student Advisory Board, School Site Council, Hands for Hope, Club Live, or Yearbook in which they can participate. In addition, after school programs include Mathematical Olympiads for Elementary and Middle Schools (MOEM's) Math competition club, National Science Club, Chess Club, First Lego League robotics club, School of the Future club, rollercoaster building club, Mountain Bike Club, and Homework Club. This year we have added a programming club that is not exclusive to, but highly encourages, the participation of young female students to build the capacity and self-esteem in STEM activities. The competition club is a class/club that offers students the opportunity to compete in national and international competitions. Last year a team of three young women came in second in an international competition to design their own school. Teams compete in local and regional competitions also; all of which allow students to problem solve, build, and use their creativity. This year, based on results of surveys to students, we will have a Principals Advisory Board (PAB) that meets once a month to discuss issues that are important to students and give them a greater voice in policy and procedures.

Our community involvement is high. We have a strong Parent Teacher Association (PTA). We have a wonderful relationship with Folsom's Hope, a non-profit community-based organization. They support our mentor program as well as our after school program that services at-risk students that are socio-economically disadvantaged. We work with the City of Folsom to share facilities. The local Boy Scout troops use our facilities, and often there are Eagle Scouts that work with our site to do community service projects. Parents work on our English Learner Advisory Committee (ELAC) and School Site Council committees.

It is our mission at Sutter Middle School to provide "Learning for All; Whatever it Takes". We have created a program that is challenging and tries to meet the needs of every student. We value the support and participation of parents and the community, and as we grow, we know that our programs, both academic and developmental, will only get stronger.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	477
Grade 7	501
Grade 8	524
Total Enrollment	1,502

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.4
Asian	22
Filipino	3.5
Hispanic or Latino	11.8
Native Hawaiian or Pacific Islander	0.5
White	51.9
Two or More Races	8.2
Socioeconomically Disadvantaged	15.3
English Learners	4.2
Students with Disabilities	10.7
Foster Youth	0.1
Homeless	1.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	59	62	59.4	1047
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	16

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020 August

Folsom Cordova Unified held a Public Hearing on September 24, 2020, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, 2015 College Board, 2011 Sopris West, 2006 Pearson iLit, 2015	Yes	0.0%
Mathematics	McGraw Hill, 2015 College Board, 2011 Cengage, 2018	Yes	0.0%
Science	Teacher Curriculum Institute (TCI), 2019 Discovery Comm. Inc., 2003	Yes	0.0%
History-Social Science	McGraw Hill, 2019	Yes	0.0%
Foreign Language	EMC Paradigm, 2016, 2013 Houghton Mifflin Harcourt, 2010	Yes	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Sutter Middle sits on the site of the original Folsom High School, which was built in 1924. Sutter Middle is comprised of 47 classrooms, a gym, multipurpose room/cafeteria, library, staff lounge, computer labs, and playgrounds. The Assistant Principal works daily with the custodial staff of four full-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office.

The District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies may be reported in the inspection process. Any items noted in the table have been corrected or are in the process of remediation.

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. This school year deferred maintenance monies help to improve appearance in front office with new carpets and paint; due to a flood in the main office there was a second round of re-flooring that included stripping the floors completely and re-carpeting.

Date of inspection: October 7, 2020

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	72	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	58	N/A	52	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	53	N/A	44	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents can get involved in the educational process in a number of ways at Sutter Middle School. Our Parent Teacher Association (PTA) meets on the third Wednesday of every month and is often planning activities where parents are the key to success. Parents are encouraged to help with supervision at dances and field trips. Parents can volunteer in classes, in the library, and in our weekly student store. Parents are invited into classrooms to watch student performances and presentations. The parent newsletter is available monthly on the website and via email with information for parents that want to be involved. It is posted on the website. In addition, the PTA runs the annual fundraiser that raises money to support school needs; this year they are investing their funds to keep the library open four days per week and to support science classes and meet other departmental needs. Parents sit on both the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) as part of the school site planning committee. Parents can help to support the PTA student reflections program. We put out surveys to parents that include the California Healthy Kids Survey. Sutter Middle School has access to district support funds and PTA funds. Community funding is also significant with matching grants through corporations such as Folsom Rotary clubs, Intel, Walmart, and Wells Fargo and School Credit Union.

English Language Advisory Committee (ELAC), School Site Council (SSC) and Parent Teacher Associations (PTA) committees focus on supports for under-achieving students. The PTA organization is an active group on campus. They do an annual fundraiser to provide resources for the school. The web site posts information to parents including Back to School Night, athletics, clubs, upcoming social events and other activities. There is a daily bulletin posted. The principal will use the district level communication system to get pertinent information out to all parents. The School Site Council and the PTA are focused on providing assistance for all students with a focus on those who are underachieving.

Our School Site Council consists of five staff members, including the principal, three parents and two students. They advise on school goals and use of funds. The ELAC committee is comprised within the School Site Council. Parents work in the STEM Academy as Career Technical Education resources. They help students to understand the many career opportunities available to them in STEM related careers. Parents also work to support our education beyond the classroom through field trips. The counselors organize a Career Day for the 8th grade students in the spring that involves the community coming into classrooms to support career exploration.

Contact Information: Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Chrisi Jones, Administrative Assistant, Sutter Middle School, 916-294-9035.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.7	4.5	5.0	4.2	3.5	3.5
Expulsions	0.3	0.0	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Our school is safe and clean. In the 2019-2020 school year, there were 58 reported accidents; this is an increase from 26 student accident reports in the previous school year. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned every third day. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring.

Emergency plans have been developed in case a threatening situation should arise. Sutter Middle maintains a safety committee that meets quarterly to address any concerns pertaining to student safety on campus or the ingress and egress of students coming to or from school. Sutter Middle maintains a safety plan that includes procedures for all of the following:

- * School discipline policies
- * Sexual harassment policies
- * Suspension and expulsion policies
- * School dress code
- * Disaster procedures
- * Routine and emergency procedures
- * Maintaining a safe and orderly school environment
- * Child abuse reporting procedures

Administration has worked to inform students and parents of the dangers of the streets and traffic around the school. Regular safety announcements go out to PTA in the newsletter, and the Assistant Principal will appear on the daily bulletin and report out to students about safety issues.

Date of Last Review/Update: September 22, 2020

Date Last Reviewed with Staff: November 30, 2020

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	29	7	2	26	26	12	8	20	27	9	16	16
Mathematics	27	7	8	22	27	10	7	20	29	7	10	18
Science	31	3	7	23	30	4	5	24	32	2	6	24
Social Science	34		9	20	34		4	24	33	1	7	22

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	577.7

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,341	\$1,017	\$5,324	\$82,680
District	N/A	N/A	\$ 7,737.03	\$77,434
Percent Difference - School Site and District	N/A	N/A	-37.0	6.6
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-37.1	-2.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

District Revenue Sources

In addition to general state funding, Sutter Middle receives state and federal funding from the following categorical funds and other support programs: Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2019-20 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,490	\$52,484
Mid-Range Teacher Salary	\$69,339	\$81,939
Highest Teacher Salary	\$94,844	\$102,383
Average Principal Salary (Elementary)	\$122,637	\$129,392
Average Principal Salary (Middle)	\$136,015	\$136,831
Average Principal Salary (High)	\$137,192	\$147,493
Superintendent Salary	\$242,400	\$254,706
Percent of Budget for Teacher Salaries	36.0	34.0

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers and site level academic, reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

Counseling & Support Staff

It is the goal of Sutter Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

In addition, the counselor to pupil ratio is 2.2:676. There are two psychologists who service our school needs - One attends three days per week and the other is here two days per week; they conduct testing students and servicing Individual Education Plans as well as running some groups to service student needs. Sutter has a part-time health assistant and a part-time nurse. The table lists the support service personnel available at Sutter Middle.